

Clover Middle

300 Clinton Avenue
Clover, South Carolina 29710

Grades 5-6 Elementary School

Enrollment 431 Students

Principal Judy R. Krenzer 803-222-9503

Superintendent Dr. Vickie Phelps 803-222-7191

Board Chair Jeffrey M. Siegrist 803-831-9383

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
11	52	24	0	0

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

NO

This school met 17 out of 19 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Good	Unsatisfactory	N/A
2003	Good	Unsatisfactory	No
2004	Average	Unsatisfactory	No
2005	Average	Unsatisfactory	No

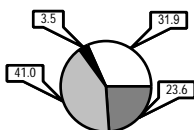
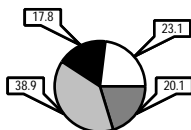
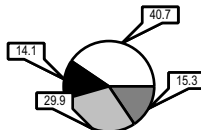
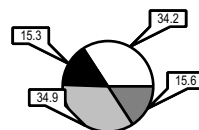
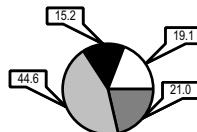
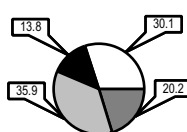
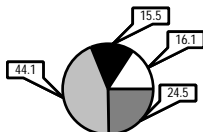
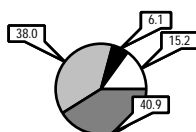
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

96.0%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	421	100.0	31.9	41.0	23.6	3.5	38.7	Yes	Yes
Gender									
Male	239	100.0	39.6	36.0	21.2	3.2	32.9		
Female	182	100.0	22.2	47.2	26.7	4.0	46.0		
Racial/Ethnic Group									
White	336	100.0	26.7	40.9	28.0	4.4	44.7	Yes	Yes
African American	69	100.0	53.0	42.4	4.5	0.0	13.6	No	Yes
Asian/Pacific Islander	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	9	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	371	100.0	25.7	44.3	26.0	4.0	42.9		
Disabled	50	100.0	77.1	16.7	6.3	0.0	8.3	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	421	100.0	31.9	41.0	23.6	3.5	38.7		
English Proficiency									
Limited English Proficient	10	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	411	100.0	31.1	41.4	23.9	3.6	39.1		
Socio-Economic Status									
Subsidized meals	201	100.0	45.5	40.6	12.8	1.1	24.1	No	Yes
Full-pay meals	218	100.0	19.9	41.2	33.2	5.7	51.7		

Mathematics – State Performance Objective = 36.7%									
All Students	421	100.0	23.1	38.9	20.1	17.8	53.3	Yes	Yes
Gender									
Male	239	100.0	27.9	33.8	19.8	18.5	49.1		
Female	182	100.0	17.0	45.5	20.5	17.0	58.5		
Racial/Ethnic Group									
White	336	100.0	19.5	36.5	22.6	21.4	59.7	Yes	Yes
African American	69	100.0	40.9	48.5	9.1	1.5	22.7	Yes	Yes
Asian/Pacific Islander	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	9	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	371	100.0	17.7	40.9	22.0	19.4	57.7		
Disabled	50	100.0	62.5	25.0	6.3	6.3	20.8	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	421	100.0	23.1	38.9	20.1	17.8	53.3		
English Proficiency									
Limited English Proficient	10	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	411	100.0	22.9	38.8	20.1	18.3	53.7		
Socio-Economic Status									
Subsidized meals	201	100.0	33.2	41.2	17.1	8.6	39.0	Yes	Yes
Full-pay meals	218	100.0	14.2	37.0	22.7	26.1	65.9		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	421	100.0	40.7	29.9	15.3	14.1	29.4
Gender							
Male	239	100.0	42.3	28.4	13.1	16.2	29.3
Female	182	100.0	38.6	31.8	18.2	11.4	29.5
Racial/Ethnic Group							
White	336	100.0	34.3	31.1	17.6	17.0	34.6
African American	69	100.0	72.7	22.7	4.5	0.0	4.5
Asian/Pacific Islander	6	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	9	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	371	100.0	36.6	31.4	16.9	15.1	32.0
Disabled	50	100.0	70.8	18.8	4.2	6.3	10.4
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	421	100.0	40.7	29.9	15.3	14.1	29.4
English Proficiency							
Limited English Proficient	10	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	411	100.0	40.6	29.8	15.4	14.1	29.6
Socio-Economic Status							
Subsidized meals	201	100.0	54.0	30.5	10.2	5.3	15.5
Full-pay meals	218	100.0	28.9	29.4	19.9	21.8	41.7

Social Studies							
All Students	421	100.0	34.2	34.9	15.6	15.3	30.9
Gender							
Male	239	100.0	37.4	27.9	18.0	16.7	34.7
Female	182	100.0	30.1	43.8	12.5	13.6	26.1
Racial/Ethnic Group							
White	336	100.0	28.0	35.8	17.6	18.6	36.2
African American	69	100.0	62.1	31.8	4.5	1.5	6.1
Asian/Pacific Islander	6	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	9	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	371	100.0	30.9	35.4	17.1	16.6	33.7
Disabled	50	100.0	58.3	31.3	4.2	6.3	10.4
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	421	100.0	34.2	34.9	15.6	15.3	30.9
English Proficiency							
Limited English Proficient	10	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	411	100.0	33.9	35.0	15.7	15.4	31.1
Socio-Economic Status							
Subsidized meals	201	100.0	49.7	32.6	10.7	7.0	17.6
Full-pay meals	218	100.0	20.4	37.0	19.9	22.7	42.7

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	229	100.0	26.5	47.8	24.8	0.9	25.7
	6	259	100.0	33.3	33.3	29.4	3.9	33.3
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	204	100.0	27.3	42.8	26.8	3.1	29.9
	6	217	100.0	36.3	39.2	20.6	3.9	24.5
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	229	100.0	22.6	44.7	17.3	15.5	32.7
	6	259	100.0	17.6	40.8	22.0	19.6	41.6
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	204	100.0	27.3	36.1	17.5	19.1	36.6
	6	217	100.0	19.1	41.7	22.5	16.7	39.2
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	204	100.0	40.7	26.3	18.0	14.9	33.0
	6	217	100.0	40.7	33.3	12.7	13.2	26.0
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	204	100.0	38.7	32.5	16.5	12.4	28.9
	6	217	100.0	29.9	37.3	14.7	18.1	32.8
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 431)				
First graders who attended full-day kindergarten	N/R	N/A	100.0%	100.0%
Retention rate	0.7%	Up from 0.0%	2.5%	3.0%
Attendance rate	96.4%	Down from 96.5%	96.5%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.2%	Down from 0.8%	3.3%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	0.2%	Down from 0.8%	2.6%	3.2%
Eligible for gifted and talented	20.0%	Down from 21.2%	18.7%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	10.1%	Up from 9.5%	7.9%	8.2%
Older than usual for grade	1.4%	Up from 1.2%	0.7%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 39)				
Teachers with advanced degrees	53.8%	Down from 55.0%	53.7%	52.6%
Continuing contract teachers	84.6%	Down from 92.5%	84.4%	83.3%
Highly qualified teachers	91.7%	Down from 95.8%	93.7%	93.5%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	84.7%	Down from 87.3%	88.6%	87.0%
Teacher attendance rate	93.5%	Down from 96.5%	94.9%	95.0%
Average teacher salary	\$44,397	Up 0.1%	\$42,663	\$41,703
Prof. development days/teacher	14.6 days	Up from 8.6 days	12.3 days	12.8 days
School				
Principal's years at school	2.5	Up from 1.5	5.0	4.0
Student-teacher ratio in core subjects	17.0 to 1	Down from 18.2 to 1	19.7 to 1	18.8 to 1
Prime instructional time	88.5%	Down from 92.4%	90.1%	89.8%
Dollars spent per pupil*	\$7,531	Up 9.0%	\$5,941	\$6,242
Percent of expenditures for teacher salaries*	66.1%	No change	66.6%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Up from 97.5%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	No change	Excellent	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	91.1%		89.4%	
Highly qualified teachers in high poverty schools	N/A		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Clover Middle School serves fifth and sixth grade students in Clover, SC, a small community adjacent to a large sprawling metro area. CMS is committed to providing a comprehensive education program enabling all students to experience academic achievement and personal growth. In addition to basic skills, the academic program is designed to challenge each child in becoming a lifelong learner. Teachers empower students for the future through their innovative use of technology. Character education is also emphasized throughout our building.

Academic teachers are teamed to teach language arts/social studies or math/science. The gifted and talented model includes instruction in language arts and math. Students are scheduled into two blocks with at least one activity period daily. Activities include music, band, art, guidance classes, chorus, health, and physical education. Students are exposed to technology in classrooms, library media center, and technology labs. Technological programs are used to enhance instruction as mandated through state standards. Sixth grade PACT scores were above the state average in all areas tested-math, language arts, science, and social studies. PACT scores were also above the state average in 5th grade math, science, and social studies, and within three percentage points in language arts.

A variety of strategies are utilized to provide differentiated instruction and engage students in learning. The MAP(Measures of Academic Progress) assessment program is used to develop appropriate instruction for individual and classes of students. Reading and writing are encouraged throughout the curriculum, including activity classes. Teachers utilize the hands-on approach in both mathematics and science. Elements of literature circles, daybooks, and focus correction areas are used in our language arts classes.

Through a variety of education opportunities such as academic assistance, weekly technology classes, and reading incentives, we feel that our students are encouraged to discover their full potential. Parents also play an important role as well through their support and participation in events such as PTO, School Improvement Council, and Family Education Night. Judy Krenzer is the principal and Frankie Bennett, our School Improvement Chairperson, is a parent at Clover Middle School.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	37	201	92
Percent satisfied with learning environment	94.4%	84.3%	82.4%
Percent satisfied with social and physical environment	94.4%	79.4%	77.2%
Percent satisfied with school-home relations	83.8%	86.3%	74.7%

*Only students at the highest elementary school grade level at this school and their parents were included.